

# GRAMMAR

Student Book



My Name

## Reading Eggspress Grammar Year 4 Student Book

ISBN: 978-1-74215-425-1

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Blake Publishing  
Locked Bag 2022  
Glebe NSW 2037  
[www.blake.com.au](http://www.blake.com.au)

Publisher: Katy Pike  
Design and layout by the Modern Art Production Group

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# In this book



The **Reading Eggspress Grammar** program provides exercises on parts of speech, punctuation and sentence construction. It aims to show students how understanding the 'language of language' can help them identify effective writing and – importantly – improve their own.

Each lesson introduces a topic and includes cloze questions, identification tasks (multiple choice, linking tasks, true/false, etc.) and short writing exercises. 'In Context' lessons expand on the topic through study of a short real-world text.

Topics in this book align with the following components of the Australian Curriculum:

## Australian Curriculum content codes and descriptions

**ACELA1489** – Understand differences between the language of opinion and feeling and the language of factual reporting or recording

**ACELA1491** – Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives

**ACELA1492** – Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

**ACELA1493** – Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

**ACELA1494** – Investigate how quoted (direct) and reported (indirect) speech work in different types of text

**ACELA1495** – Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

**ACELA1507** – Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause





# Collective nouns

A **collective noun** names a group (or collection) of people, places or things.  
For example:

a **team** of players    a **range** of mountains    an **army** of soldiers

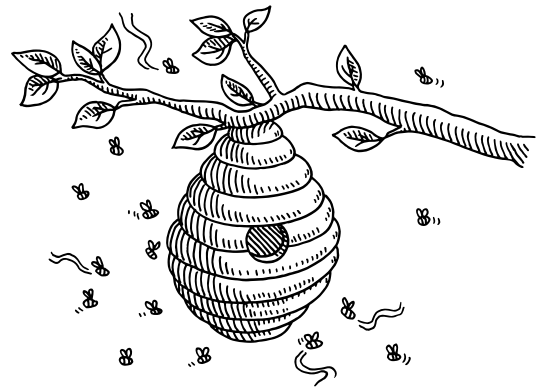
A collective noun can be plural. For example:

two **bunches** of grapes    10 **piles** of rubbish

## 1 Complete each phrase with a noun from the box.

- a a \_\_\_\_\_ of bees
- b a \_\_\_\_\_ of thieves
- c a \_\_\_\_\_ of islands
- d a \_\_\_\_\_ of sticks
- e two \_\_\_\_\_ of cards
- f a \_\_\_\_\_ of ships
- g three \_\_\_\_\_ of elephants
- h five \_\_\_\_\_ of stairs
- i a \_\_\_\_\_ of trees
- j a \_\_\_\_\_ of birds

bundle	forest
fleet	flock
chain	decks
swarm	flights
gang	herds



## 2 Circle the collective noun in each sentence.

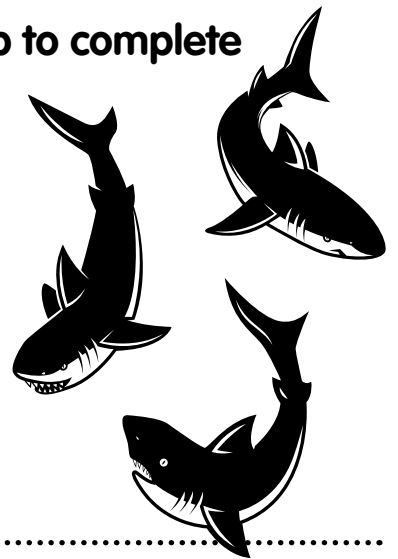
- a The audience clapped wildly at the end of the show.
- b The books lay in a pile in a corner of the room.
- c Ellie slipped an extra pair of socks into her suitcase.
- d A large crowd was gathering outside the building.
- e The convoy of trucks rolled its way through the mountains.
- f The judge turned in her chair to address the jury.
- g I gave Grandma a bouquet of daisies for her birthday.

## 3 Complete the collective noun in each sentence.

- a We waited for the m\_\_\_\_ of kangaroos to cross the road.
- b A t\_\_\_\_ of monkeys chattered in the trees.
- c There were 30 apple trees in the old o\_\_\_\_ behind the house.
- d The l\_\_\_\_ of puppies snuggled close to their mother.
- e A p\_\_\_\_ of dolphins swam alongside our boat.
- f My father has a valuable c\_\_\_\_ of old coins.
- g The members of the o\_\_\_\_ tuned their instruments.

## 4 The collective noun has a singular verb when members of the group are acting together as a unit. Use a plural verb when the members of the group are acting as individuals. **Circle** the correct verb to complete each sentence.

- a The family (is, are) driving to Adelaide this summer.
- b The family (is, are) each choosing a different flavour.
- c That school of sharks (was, were) huge!
- d The couple (eats, eat) out once a month.
- e The jury (has, have) reached a decision.



## 5 Replace each underlined word with a more creative collective noun.

- a a pack bark of dogs
- b a flock of seagulls
- c a cluster of stars
- d a pride of lions
- e a school of fish

# Determiners

**Determiners** point out what is being written about. They sit in front of a noun to make it clear what the noun refers to. For example:

Pick up **your** pen and write down **these** words.

A determiner can be:

- an article (*a, an, the*).
- a number adjective (e.g. *one, three, some, many, first*).
- a demonstrative pronoun, which points out a specific noun (Singular: *this, that*. Plural: *these, those*).
- a possessive pronoun (*my, our, your, his, her, its, their*).

## 1 Complete each sentence with a determiner from the box.

- a I let him use \_\_\_\_\_ surfboard.  
b Do \_\_\_\_\_ books belong to you?  
c They said we could meet at \_\_\_\_\_ house.  
d I like \_\_\_\_\_ hat. Which one do you like?  
e \_\_\_\_\_ dogs can run faster than others.  
f Not \_\_\_\_\_ people have been to the Moon.

these many  
some  
my their  
this

## 2 Match the determiner to the picture.

three his my a



\_\_\_\_\_ ice-creams



\_\_\_\_\_ goat



\_\_\_\_\_ victory



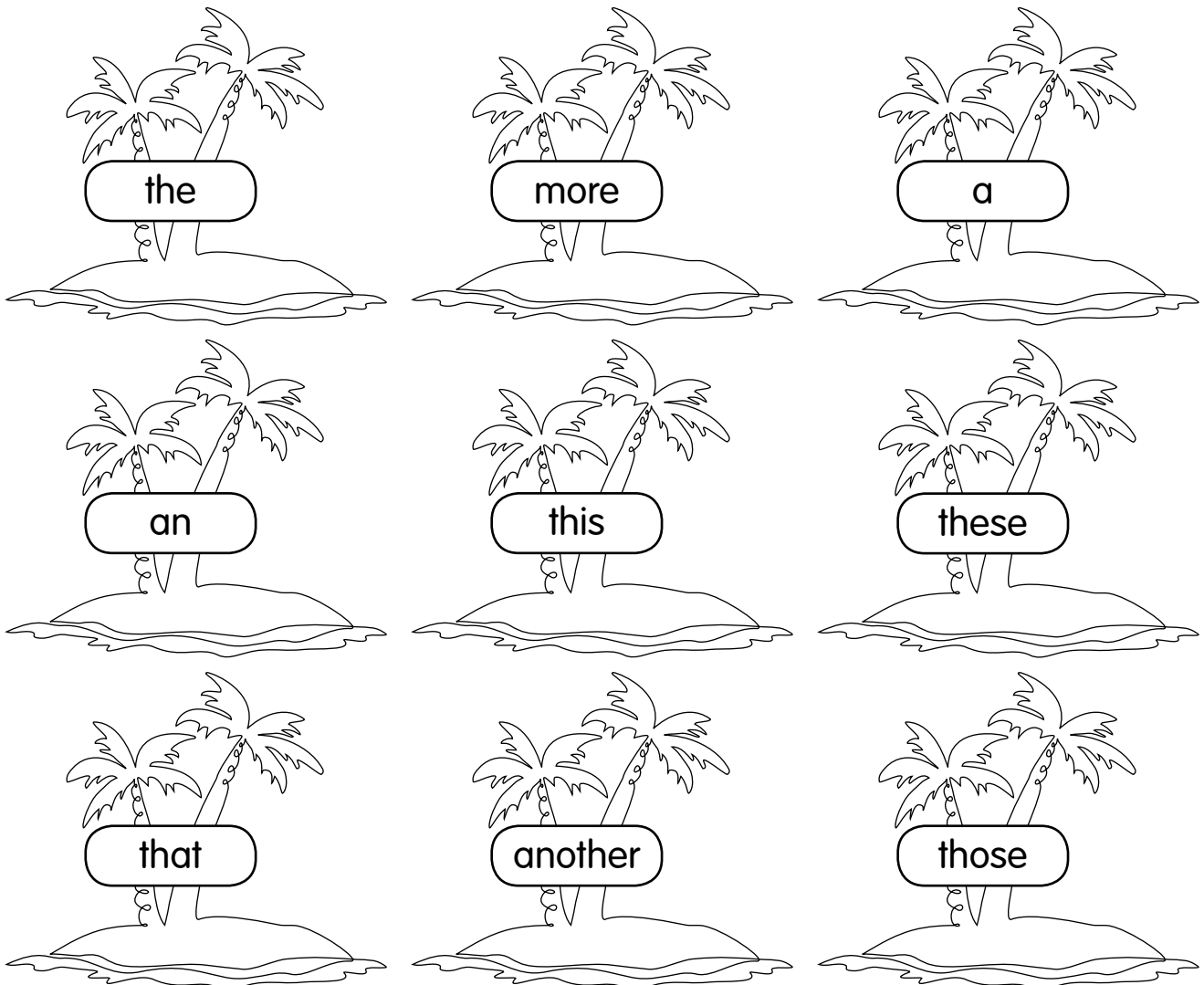
\_\_\_\_\_ shot

## 3 Circle the mistake and write the word correctly.

- a I counted fifth stars in the early evening sky. \_\_\_\_\_
- b Where did you buy that shoes? \_\_\_\_\_
- c Our team finished in three place. \_\_\_\_\_
- d I wiped up the mess with an cloth. \_\_\_\_\_
- e There are any animals that live in trees. \_\_\_\_\_
- f I added bits water to make the paint thinner. \_\_\_\_\_
- g I took a umbrella with me. \_\_\_\_\_

## 4 Colour any determiner that can complete the sentence correctly.

They live on \_\_\_\_\_ island.



# Determiners in context

Use your knowledge of determiners to answer the following questions.

Read the passage.

In this sentence,  
**circle** two **number**  
**adjectives**.

In this sentence,  
**colour** two **number**  
**adjectives**.

In this sentence,  
put a **box** around  
the **article**.

In the last  
sentence, **highlight**  
the **pronoun** that  
points out a noun.

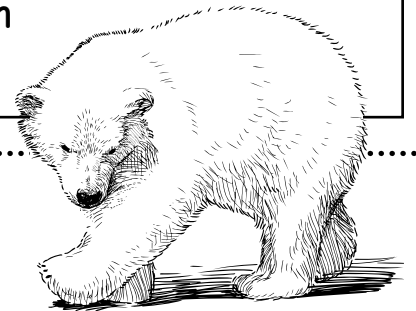
## Cold

Some cold habitats have snow and ice all year.  
Animals have adapted to live in cold habitats.

Many mammals in cold climates have two layers  
of fur. This keeps them warm and dry.  
Some animals hibernate during the winter.

During hibernation, the animal's heart rate and  
breathing slow down. Their body temperature  
drops. It takes a long time for the animals to  
wake up.

Some squirrels, mice, bats and bears hibernate.  
Before they hibernate, many animals store food  
as body fat. This fat keeps them  
alive while they hibernate.



**Circle** the answers to the following questions.

In the following sentences, identify the determiner.

- 1 Animals like brown bears hibernate during the winter.  
**a** like                      **b** brown                      **c** the                      **d** during
- 2 During hibernation, an animal's heart rate and breathing slow down.  
**a** heart                      **b** an                      **c** and                      **d** down
- 3 During hibernation, their body temperature drops.  
**a** their                      **b** body                      **c** During                      **d** temperature
- 4 Before those animals hibernate, they store food as body fat.  
**a** they                      **b** as                      **c** animals                      **d** those
- 5 During winter, many animals stay warm in dens and burrows.  
**a** in                      **b** and                      **c** many                      **d** animals

## Determiners in context

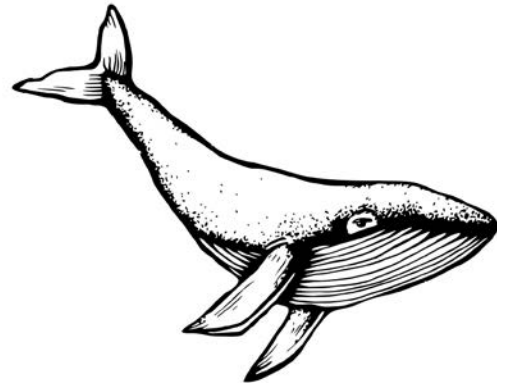
### 6 Complete each sentence with a determiner from the box.

all      an      less      its      That      Every      the      a

- a The bandicoot is feasting on \_\_\_\_\_ earthworms.  
b Not \_\_\_\_\_ animals hibernate during cold weather.  
c There is \_\_\_\_\_ food for animals in the cold winter months.  
d Whales have \_\_\_\_\_ thick layer of blubber to keep them warm.  
e \_\_\_\_\_ year, animals travel long distances to warmer climates.  
f \_\_\_\_\_ bandicoot has made \_\_\_\_\_ nest in  
\_\_\_\_\_ old box.

### 7 Circle the word that correctly completes each phrase.

- |                             |      |       |
|-----------------------------|------|-------|
| a _____ icy wind            | a    | an    |
| b _____ humpback whales     | a    | the   |
| c _____ large bears         | this | these |
| d _____ hibernating animals | much | more  |
| e _____ little mouse        | that | those |
| f _____ interesting animals | one  | some  |



### 8 Choose the correct word to fill each gap.

Winter is **(A)** coldest season. In **(B)** places it gets very cold.  
**(C)** plants stop growing in winter. **(D)** animals spend **(E)**  
time sleeping in winter.

- |                              |                            |                             |                             |
|------------------------------|----------------------------|-----------------------------|-----------------------------|
| A <input type="radio"/> a    | <input type="radio"/> an   | <input type="radio"/> the   | <input type="radio"/> those |
| B <input type="radio"/> one  | <input type="radio"/> some | <input type="radio"/> each  | <input type="radio"/> much  |
| C <input type="radio"/> A    | <input type="radio"/> This | <input type="radio"/> Every | <input type="radio"/> Most  |
| D <input type="radio"/> Any  | <input type="radio"/> Many | <input type="radio"/> That  | <input type="radio"/> An    |
| E <input type="radio"/> more | <input type="radio"/> few  | <input type="radio"/> other | <input type="radio"/> its   |

# Reflexive pronouns

A **reflexive pronoun** refers ("reflects") back to a noun or pronoun. For example:

***Lydia** is helping **herself** to more dessert.*

## 1 Complete each sentence with a pronoun from the box.

myself    yourself    himself    herself    itself  
ourselves    yourselves    themselves

- a She made \_\_\_\_\_ a milkshake.
- b After the game, the girls gave \_\_\_\_\_ a pat on the back.
- c I told the boy to make \_\_\_\_\_ a sandwich.
- d I told \_\_\_\_\_ that I could do better.
- e We made \_\_\_\_\_ as comfortable as we could.
- f "It's too heavy, Layla. Don't try to lift it \_\_\_\_\_."
- g "Boys, you have only \_\_\_\_\_ to blame," said Mr Clarke.
- h Our new car can change lanes \_\_\_\_\_!

## 2 Complete each sentence with a reflexive pronoun.

- a I poured \_\_\_\_\_ a glass of water.
- b The boy finished the model all by \_\_\_\_\_.
- c The lizard was sunning \_\_\_\_\_ on the rock.
- d My dad and I moved the furniture \_\_\_\_\_.
- e "Please make \_\_\_\_\_ at home," I told my guests.
- f My sister bought \_\_\_\_\_ a new game.
- g The newborn animals can all feed \_\_\_\_\_.

# Reflexive pronouns

## 3 Link the pronouns that belong together.

a	I	her	ourselves
b	they	him	myself
c	we	me	herself
d	she	them	himself
e	he	us	themselves



## 4 Write sentences using the following reflexive pronouns.

- a myself: \_\_\_\_\_  
\_\_\_\_\_
- b yourself: \_\_\_\_\_  
\_\_\_\_\_
- c himself: \_\_\_\_\_  
\_\_\_\_\_
- d ourselves: \_\_\_\_\_  
\_\_\_\_\_
- e themselves: \_\_\_\_\_  
\_\_\_\_\_



## 5 Fill in the missing reflexive pronouns.

The rope had wrapped \_\_\_\_\_  
around my leg. I forced \_\_\_\_\_  
not to panic, although I was worried that my fellow  
climbers would not be able to reach the summit by  
\_\_\_\_\_.



# Irregular verbs

A verb shows that an action is happening. A verb's tense shows when the action happens. For regular verbs, show the past tense by adding **ed**. For example:

*kick – kicked      talk – talked      smile – smiled*

Many verbs are irregular—there is no rule for showing them in the past tense. Some are spelled differently; some do not change at all. For example:

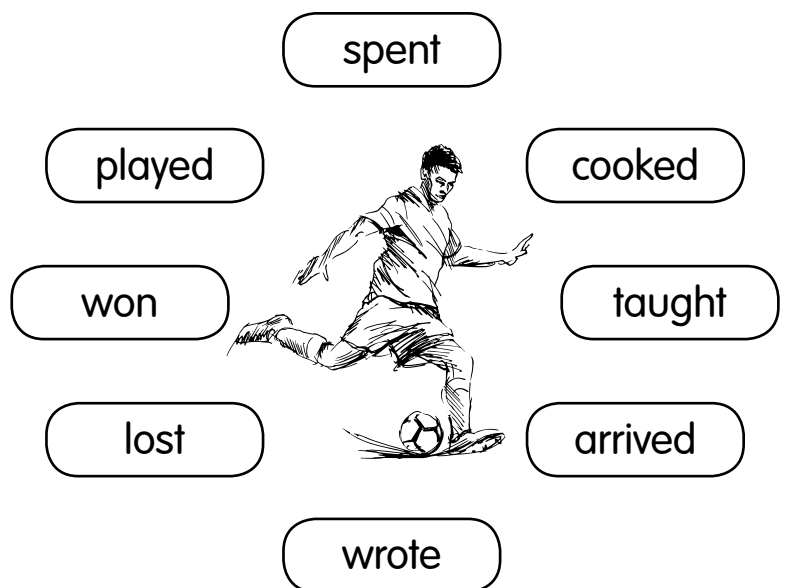
*run – ran      speak – spoke      swim – swam      hit – hit*

## 1 Match the verbs.

Present tense	Past tense
---------------	------------

spy	spun
come	brought
spin	spied
steal	bought
throw	stole
bring	came
buy	threw

## 2 Colour the irregular verbs.



## 3 Circle the verb in brackets that correctly completes each sentence.

- a My mother (drive, drove, drived) me to sport on Saturday.
- b The seagulls (fighting, fought, fought) over the scraps of food.
- c I dashed downstairs when the doorbell (ring, ringed, rang).
- d Suddenly I (felt, feels, feeled) a sharp pain in my heel.
- e Slowly the tiger (creeped, creeping, crept) closer to its prey.
- f My brother (grow, grew, growing) three centimetres last year.
- g Our neighbours (builds, built, building) a pen for their guinea pigs.

4 In each sentence, circle the word that is incorrect. Write it correctly.

- a Earlier today I swummed ten laps of the pool. \_\_\_\_\_
- b Yesterday a bee stinged me! \_\_\_\_\_
- c Lucas eated a huge breakfast. \_\_\_\_\_
- d We all standed up to cheer and clap. \_\_\_\_\_
- e The jet flied low, right over our house. \_\_\_\_\_
- f We leaved for home after visiting our cousins. \_\_\_\_\_
- g Tyler meeted her friends at the bus stop. \_\_\_\_\_

5 Write the underlined verb in past tense.

- a I tell \_\_\_\_\_ everyone my secret.
- b She hides \_\_\_\_\_ behind the door.
- c I know \_\_\_\_\_ the answers to most questions.
- d They ride \_\_\_\_\_ their skateboards to the park.
- e Lily brings \_\_\_\_\_ her little sister with her.
- f The toddler falls \_\_\_\_\_ off the swing.
- g Ryan finds \_\_\_\_\_ his missing wallet under his bed.
- h The dogs drink \_\_\_\_\_ lots of water.
- i The concert begins \_\_\_\_\_ at six o'clock.
- j I hold \_\_\_\_\_ my dad's hand to cross the road.

6 Write sentences with these irregular verbs.

- a froze: \_\_\_\_\_  
\_\_\_\_\_
- b caught: \_\_\_\_\_  
\_\_\_\_\_

# Auxiliary verbs

**Auxiliary verbs** help other verbs do their work—they're also called **helping verbs**. They help to show:

- when an action happens. For example:  
*She **is** singing.* (present tense)    *They **were** eating.* (past tense)  
*He **will** run.* (future tense)
- if something is possible, certain or necessary. For example:  
*I **might** go.* (It's possible)    *I **will** go.* (It's certain)  
*You **should** hurry.* (It's necessary)

**1 Complete each sentence with an auxiliary verb from the box.**

- a He \_\_\_\_\_ come to the party, but he isn't sure.
- b The sun \_\_\_\_\_ shining yesterday.
- c I \_\_\_\_\_ taking our dog for a walk.
- d You \_\_\_\_\_ hurry if you want to get there in time.
- e I \_\_\_\_\_ try again later.
- f She \_\_\_\_\_ not know how to juggle.
- g The players \_\_\_\_\_ finished their training exercises.

am  
have  
must  
does  
might  
was  
will

**2 Circle the incorrect word and write it correctly.**

- a The children is playing outside. \_\_\_\_\_
- b Yesterday I does not finish reading my book. \_\_\_\_\_
- c The horses was galloping next to the fence. \_\_\_\_\_
- d I has just played the best computer game. \_\_\_\_\_
- e The police does not know who was responsible. \_\_\_\_\_
- f Oliver have forgotten who he invited to his place. \_\_\_\_\_
- g The child are building a tower with wooden blocks. \_\_\_\_\_

## 3 Choose the correct auxiliary verb.

- a The singer (is/are) \_\_\_\_\_ practising her new song.
- b The children (is/are) \_\_\_\_\_ riding their bikes in the park.
- c My mother (has/have) \_\_\_\_\_ made pizza for dinner.
- d The students (has/have) \_\_\_\_\_ voted for class captain.
- e The dog (was/were) \_\_\_\_\_ chewing an old squeaky toy.
- f The lifeguards (was/were) \_\_\_\_\_ patrolling the beaches.
- g My friend (do, does) \_\_\_\_\_ not like thunderstorms.
- h The actors (do, does) \_\_\_\_\_ not know their lines.

## 4 **Circle** the auxiliary verb that correctly complete each sentence.

- a We (has, have, are) already heard the news.
- b She (do, does, did) not take the dog for a walk yesterday.
- c He (have, has, will) driven past the gym many times.
- d I (is, are, were, am) going to the shop to buy bread.
- e They (am, were, is, was) putting luggage in the car.



## 5 Complete the sentence with *can*, *can't*, *could* or *couldn't*. **Circle** the main verb in each sentence.

- a \_\_\_\_\_ you swim when you were 7?
- b She is amazing! She \_\_\_\_\_ speak five languages, including Korean.
- c I looked everywhere for my glasses but I \_\_\_\_\_ find them anywhere.
- d He is very young. He \_\_\_\_\_ go alone.

# Auxiliary verbs in context

Use your knowledge of auxiliary verbs to answer the following questions.

Read the passage.

## Little Brother

In this sentence,  
circle the **auxiliary verb**.

→ "Seriously, Latif," Dara said, "you should sell Little Brother to that man who buys animals for zoos. He will find a good home for him overseas."

In this sentence,  
**colour** the **auxiliary verb**.

→ "Little Brother is not going to a foreign zoo," said Latif. "Little Brother is Malaysian."

In this sentence, put  
a **box** around the **auxiliary verb** that helps *think* do its work.

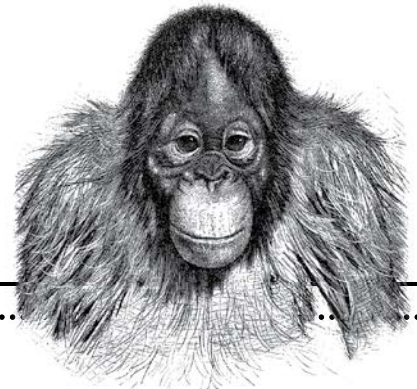
→ "Then you must think of something," said Dara, as she stacked cups and plates on the table. "If you don't, he might end up like those three wild orang-utans."

"Why can't he go to that orang-utan orphanage you told me about?"

"I don't know where it is."

In this sentence,  
**highlight** the **auxiliary verb** that helps *ask* do its work.

→ "You could ask someone."  
"Who?"



Circle the answers to the following questions.

- 1 *He will find a good home for him overseas.* In this sentence, what is the purpose of the auxiliary verb *will*?  
It helps to show that finding him a good home is ...  
**a** certain.      **b** uncertain.      **c** possible.      **d** necessary.
- 2 *Then you must think of something.* In this sentence, what is the purpose of the auxiliary verb *must*? It helps to show that thinking of something is ...  
**a** certain.      **b** uncertain.      **c** possible.      **d** necessary.
- 3 *He might end up like those three wild orang-utans.* In this sentence, what is the purpose of the auxiliary verb *might*?  
It helps to show that ending up like the three wild orang-utans is ...  
**a** certain.      **b** uncertain.      **c** possible.      **d** necessary.

## Auxiliary verbs in context

### 4 Circle the auxiliary verb that correctly completes each sentence.

- a The orang-utan \_\_\_\_ eating a banana.                      am      is      are
- b They \_\_\_\_ already adopted an orang-utan.                      have      has      were
- c I \_\_\_\_ not see orang-utans when I went to the zoo.                      do      does      did
- d Latif \_\_\_\_ already been to the orang-utan orphanage.                      have      has      could
- e Latif \_\_\_\_ have to find a new home for Little Brother.                      must      can      will

### 5 Complete each sentence with an auxiliary verb from the box.

am    is    are    was    will    has    does

- a Yesterday Latif \_\_\_\_\_ paddling his canoe.
- b I \_\_\_\_\_ try to find a home for Little Brother.
- c Little Brother \_\_\_\_\_ climbing onto Latif's shoulders.
- d The zookeeper \_\_\_\_\_ finished feeding the animals.
- e I \_\_\_\_\_ going to the zoo to see the orang-utans.
- f The orang-utans \_\_\_\_\_ moving about the enclosure.
- g She \_\_\_\_\_ not know what happened to the orang-utan.

### 6 In each sentence, circle the word that is incorrect.

Write the correction in the space.

- a Dara have washed all the dishes. \_\_\_\_\_
- b Latif are planning to hide Little Brother. \_\_\_\_\_
- c The children is playing with the orang-utan. \_\_\_\_\_
- d Yesterday Dara does not finish all her chores. \_\_\_\_\_
- e The police does not know who took the animals. \_\_\_\_\_
- f The orang-utans was swinging from the branches. \_\_\_\_\_
- g I has just watched a brilliant documentary about apes. \_\_\_\_\_

# Thinking verbs

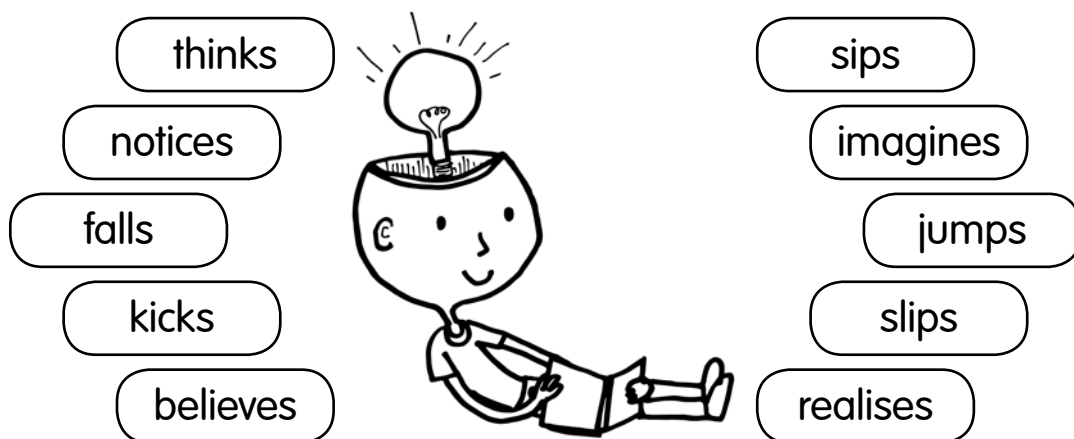
A **thinking verb** shows what's happening in our heads. For example:

*I **know** the answer. I **believe** I'm correct.*

1 **Circle** the thinking verb in brackets that correctly completes the sentence.

- a I (believe, wonder) how far away Mars is.
- b Amy can't (decide, realise) which flavour to choose.
- c I (forget, think) waiting until Saturday is the best idea.
- d Dad can't (remember, recognise) where he put his keys.
- e Eli can (understand, infer) Italian, but he can't speak it.

2 **Colour the actions that are happening in the boy's head.**



3 **Choose a verb from the box with a similar meaning to replace each underlined word.**

believe   infer   identified   visualise   recall

- a I remember \_\_\_\_\_ the day we first met.
- b I tried to imagine \_\_\_\_\_ what it would look like.
- c I recognised \_\_\_\_\_ the woman the moment I saw her.
- d I think \_\_\_\_\_ travel on buses and trains should be free!
- e I was able to work out \_\_\_\_\_ the mystery from the clues.

## 4 Write sentences that include the following thinking verbs.

a wonder:

---

---

b decide:

---

---

c comprehend:

---

---

d know:

---

---

e analyse:

---

---

## 5 **Circle** the best verb to replace the underlined verb.

a I think it will rain.

reckon wonder hate

b The chess player considered his next move.

forgot pondered stammered

c "I have only one chance," I realised.

shuffled understood wondered

d Charlene thought there were goblins in her garden.

remembered danced imagined

e I guess you've been every year.

know forgive suppose



# Summary verbs

A **summary verb** helps to **summarise** what someone has written or said.  
For example:

Mum **explained** how tadpoles turn into frogs.

## 1 Complete the text with a summary verb from the box.

- a "You will need paper, paint, glue and scissors," Jake said.

He \_\_\_\_\_ the items we needed to make the card.

compared listed taught

- b The bridge was strong, with tall towers at either end. The wizard  
\_\_\_\_\_ the bridge the travellers had to cross.

concluded told described

- c "I am so sorry to hear your sad news," Rebecca said.

She \_\_\_\_\_ her sympathy warmly.

expressed explained predicted

- d "This meat is as tough as old footy boots!" Grandpa said. He always liked to  
\_\_\_\_\_ his meals to pieces of leather.

teach share compare



- e The sergeant marched briskly into the captain's office to  
\_\_\_\_\_ on the new soldiers.

report predict summarise

## 2 Complete each sentence with a summary verb from the box.

advised    showed    supported    discussed    invited    predict

- a Lucy \_\_\_\_\_ us to her party.
- b The teacher \_\_\_\_\_ the class how to do the sum.
- c Before the game, the coach \_\_\_\_\_ tactics with the team.
- d The police officer \_\_\_\_\_ us to take a different route.
- e Scientists \_\_\_\_\_ that temperatures will continue to rise.
- f The researcher \_\_\_\_\_ her argument with an example.

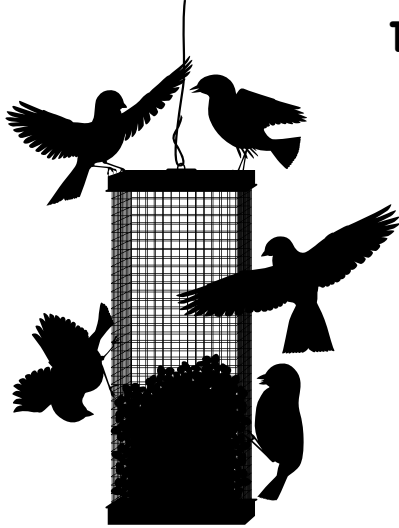
## 3 Write sentences that include the following summary verbs.

- a solved: \_\_\_\_\_
- b estimate: \_\_\_\_\_
- c recommended: \_\_\_\_\_
- d identified: \_\_\_\_\_
- e encouraged: \_\_\_\_\_
- f concluded: \_\_\_\_\_

# Future tense

A verb's tense shows when an action happens. The **future tense** shows that an action will happen. You form the future tense by placing **will** or **am/is/are going to** in front of the main verb. For example:

*I **will** see him tomorrow. I **am going to** see him tomorrow.*



1 Tick ✓ the sentences that are in the future tense.

- a ☐ Two large birds are sitting on the fence.
- b ☐ The same birds sat there for all of yesterday.
- c ☐ The birds will fly away soon.
- d ☐ I am going to put more seeds in the bird feeder.
- e ☐ Yesterday my cat tried to catch the birds.
- f ☐ The cat will try to catch them again!

2 Complete each sentence with a word from the box.

am   put   will   to   is   going   are

- a We \_\_\_\_\_ going to meet my aunt at the airport.
- b They \_\_\_\_\_ give us an answer tomorrow.
- c I \_\_\_\_\_ going to paint my bedroom walls.
- d They are \_\_\_\_\_ to clean out the garage.
- e We will \_\_\_\_\_ up the tent before the sun goes down.
- f The boys are going \_\_\_\_\_ make pancakes.
- g My dad \_\_\_\_\_ going to catch a fish; I'm sure!



## 3 Rewrite each sentence in the future tense.

- a Zoe eats her breakfast.

Tomorrow Zoe will eat her breakfast.

- b The children are removing weeds from the school garden.

Later \_\_\_\_\_

- c The owl came out to hunt at night.

Soon \_\_\_\_\_

- d I got up and got ready for school.

Tomorrow \_\_\_\_\_

## 4 Write a sentence in future tense to:

- make a prediction about the weather

a I think \_\_\_\_\_

- make a promise to a friend

b I \_\_\_\_\_

- say what you are going to do on Saturday

c I \_\_\_\_\_

- give a warning about something

d Be careful! \_\_\_\_\_

# Continuous tense

**Continuous tense** describes an action that is, was or will be continuing. It can be past, present or future. For example:

*I am talking    I was talking    I will be talking*

Continuous tense has a helping verb before the main verb.

**1 Fill in the missing verbs to show actions that are continuing.**

were sitting    are planning    is colouring  
will be cheering    was standing

- a She \_\_\_\_\_ a picture.
- b Toby \_\_\_\_\_ on one leg.
- c You \_\_\_\_\_ in my place.
- d We \_\_\_\_\_ a surprise for his birthday.
- e Everyone \_\_\_\_\_ on the team!

**2 Rewrite each sentence in the past continuous tense.**

- a I am jumping. I was jumping.
- b He is sleeping. \_\_\_\_\_
- c They are talking. \_\_\_\_\_
- d We are driving. \_\_\_\_\_
- e You are trying hard. \_\_\_\_\_
- f It is really shaking. \_\_\_\_\_

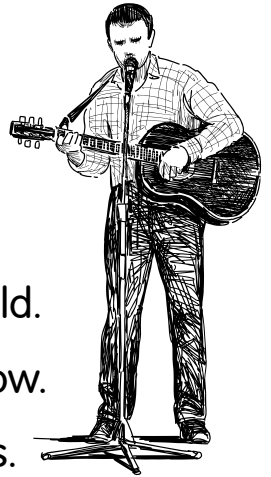
**3 Sort the verbs.**

is cooking    will be riding    was barking  
will be hurting    were playing    are slipping

Past	Present	Future

## 4 Fill in a verb to complete each sentence.

- a I am reading an interesting book.
- b I was \_\_\_\_\_ a tree when I fell.
- c He was \_\_\_\_\_ them his latest song.
- d He is \_\_\_\_\_ the window because he is cold.
- e She will be \_\_\_\_\_ for school early tomorrow.
- f They are \_\_\_\_\_ their friends at the movies.



## 5 Complete the table.

Past continuous	Present continuous	Future continuous
	I am writing	I will be writing
	She is driving	
They were arguing		
	You are selling	
	It is barking	
She was hiding		
	They are shouting	
He was training		
		They will be watching
It was shining		

## 6 Circle the verbs: red for present continuous and blue for past continuous.

- a The cyclist is stopping at the traffic lights.
- b The farmer was herding her cows into the milking shed.
- c The girls are talking to their cousins in Canada.
- d The players were jogging laps of the oval.

# Ordering adjectives in lists

A list of adjectives before a noun or pronoun should appear in the following order:

- ① adjectives that give an **opinion**—for example, *good, bad, great, horrible*
- ② adjectives that **describe**—for example, *round, blue, shiny, old*
- ③ adjectives that give the **kind or type**—for example, *four-sided (shape), cooking (spoon), library (book)*

## 1 Fill in the adjectives.

wooden mountain cute iron black cotton

I saw an old grey African elephant at the zoo.

- a My friend has a \_\_\_\_\_ little Burmese kitten.
- b I told him to wash his dirty white \_\_\_\_\_ socks.
- c The woman was wearing a smart \_\_\_\_\_ woollen coat.
- d The pirate grabbed hold of the rusty old \_\_\_\_\_ handle.
- e We entered the hall through a fantastic red \_\_\_\_\_ door.
- f His parents gave him an amazing new \_\_\_\_\_ bike for his birthday.

## 2 Write the underlined adjectives in the right order.

- a an red ugly plastic mug \_\_\_\_\_
- b a silk beautiful pink dress \_\_\_\_\_
- c a smart cotton white shirt \_\_\_\_\_
- d a green pretty glass bead \_\_\_\_\_
- e a old leather comfortable chair \_\_\_\_\_
- f an wooden round unusual table \_\_\_\_\_
- g a horrible metal yellow frame \_\_\_\_\_
- h an children's new exciting book \_\_\_\_\_
- i a little log cosy cabin \_\_\_\_\_

# Ordering adjectives in lists

## 3 Sort the words.

Opinion	Descriptive	Kind or Type
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

concrete   good   pretty   steel   paper   important   young   sweet  
metal   purple   short   fast   woollen   useful   amazing

## 4 Complete the table.

Adjectives that describe			
appearance	speed	temperature	age
<i>tall</i>	<i>fast</i>	<i>hot</i>	<i>young</i>

warm   short   icy   old   plump   quick   mature  
rapid   modern   freezing   cold   thin   big   slow  
ancient   hasty   twisted   swift   chilly   elderly

## 5 Adjectives that describe also have their own order in a list. Write another example in the boxes, using at least four adjectives.

1 Size	2 Age	3 Shape	4 Colour	5 Origin	6 Material	
<i>little</i>	<i>old</i>	<i>rectangular</i>	<i>brown</i>	<i>Australian</i>	<i>wooden</i>	<i>shed</i>



# Connective adverbs

**Connective adverbs** (or just “connectives”) connect information in and between sentences. They can be single words or phrases. For example:

*Some people love the new flavour; **however**, other people think it's awful.*

*He's a very talented dancer. **In addition**, he can sing and act.*

## 1 Complete each text with an adverb from the box. Use each adverb once.

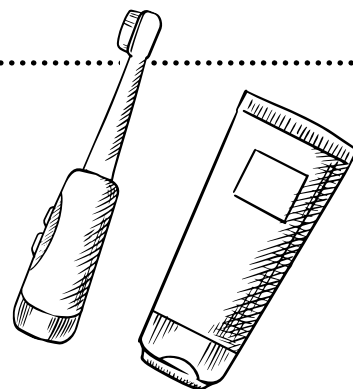
then    otherwise    instead    meanwhile    finally    therefore

- a Zac talked to his friend for two hours; \_\_\_\_\_, his dinner was getting cold.
- b The children decided not to go to the movies. \_\_\_\_\_, they spent the day swimming in the river.
- c The chef started by selecting six large eggs; \_\_\_\_\_, she cracked them into a bowl.
- d Todd had a large and sore blister on his foot; \_\_\_\_\_, he was unable to race.
- e I wasn't feeling well; \_\_\_\_\_, I would have gone with them to the concert.
- f We waited at the station for more than two hours. \_\_\_\_\_, the train arrived.

## 2 Connective adverbs help to show events in time order.

**Draw lines to match the event to the adverb.**

- |           |  |
|-----------|--|
| Finally,  | I pick up my toothbrush                        |
| Secondly, | I brush my teeth for at least 2 minutes.       |
| Firstly,  | I rinse my toothbrush and flash a clean smile! |
| Then      | I put toothpaste on it.                        |



### 3 Circle the connective in brackets that correctly completes each sentence.

- a The tiles on the roof are starting to crack; (eventually, however) they will have to be replaced.
- b On their last trip they visited Japan; (therefore, in addition), they spent a few days in South Korea.
- c I told them my side of the story. (Instead, Besides), it's her word against mine.
- d Rowan doesn't like noodles; Nic, (on the other hand, in conclusion), loves them.
- e She is suffering from pharyngitis; (on the whole, in other words), a sore throat.
- f Sienna's cooking is delicious. (Moreover, Otherwise), she only uses the freshest ingredients.

### 4 Use a connective adverb to complete the sentences.

- a There are many different crossbreeds of poodles; \_\_\_\_\_, labradoodle, spoodle, schnoodle and goldendoodle.
- b Gina worked hard this term; \_\_\_\_\_ she got a great mark on her report.
- c Jake stayed up late last night; \_\_\_\_\_, he looks very tired today.
- d If you've washed the dog and fed her, \_\_\_\_\_ you can take her for a walk.
- e Mum took orders and money for the sausage sizzle. \_\_\_\_\_, Dad kept turning sausages on the BBQ.
- f Lock the front and back doors. \_\_\_\_\_ don't forget to turn off all the lights.



# Noun groups

A **noun group** is the group of words built around a main noun. The group might contain determiners, adjectives and phrases. For example:

*a green **lizard** with a long tail*

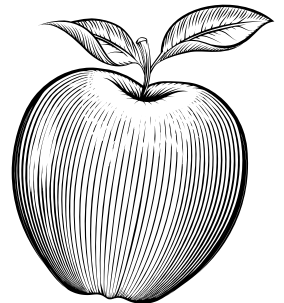
1 Complete each noun group with words from the box. **Circle** the main noun.

some of an seventh on at from

- a the mess \_\_\_\_\_ the floor
- b students \_\_\_\_\_ the back
- c \_\_\_\_\_ of the freshest summer fruit
- d \_\_\_\_\_ egg \_\_\_\_\_ the carton
- e the \_\_\_\_\_ day \_\_\_\_\_ the week

2 Make a noun group by matching the beginnings and endings.  
Underline the main noun.

- |                     |                       |
|---------------------|-----------------------|
| a the young giraffe | around the corner     |
| b some apples       | on Cheng's shirt      |
| c that large house  | with wobbly legs      |
| d a flock of birds  | from my friend's tree |
| e a deep stain      | in the rainforest     |



3 **Circle** the main noun in the underlined noun group.

- a All three books in the bag belong to the library.
- b Tia is reading the latest book by her favourite author.
- c The grey-haired man with a walking stick waited at the bus stop.
- d Jake fired a long, curling, dipping shot towards goal.

4 **Circle** the word that correctly completes each sentence.

- a Emma dressed up as (a, an) ugly monster.
- b I lifted the bag (of, from) potatoes from the trolley.
- c Liam gave me (this, some) piece of paper to draw on.

5 Use words and phrases from the box to build a noun group around each main noun.

of rain   those   that leather   around her waist   with pale eyes  
the dark   on the table   on the horizon   a few light   a naughty

- a \_\_\_\_\_ clouds \_\_\_\_\_
- b \_\_\_\_\_ cat \_\_\_\_\_
- c \_\_\_\_\_ keys \_\_\_\_\_
- d \_\_\_\_\_ belt \_\_\_\_\_
- e \_\_\_\_\_ drops \_\_\_\_\_

6 **Circle** the main noun in each book title.

- a *The Cat in the Hat*
- b *The Trials of Apollo*
- c *The Very Hungry Caterpillar*
- d *Anne of Green Gables*
- e *The Wind in the Willows*
- f *The Hunger Games*

7 Build a noun group around the noun pictured.




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# Verb groups

A **verb group** is a group of words built around a **main verb**. It usually has one or more auxiliary verbs before the main verb. For example:

*The dogs **have been digging** in the park.*

## 1 **Circle** the main verb in each group.

- |                           |                             |                          |
|---------------------------|-----------------------------|--------------------------|
| <b>a</b> is sweeping      | <b>b</b> were speaking      | <b>c</b> will dance      |
| <b>d</b> can trust        | <b>e</b> could see          | <b>f</b> might slip      |
| <b>g</b> will be sleeping | <b>h</b> have been swimming | <b>i</b> will have baked |

## 2 Complete each sentence with a verb group from question 1.

- a** You \_\_\_\_\_ him because he is honest.
- b** We \_\_\_\_\_ large grey clouds in the distance.
- c** The gardener \_\_\_\_\_ leaves from the path.
- d** Be careful as you go down the slope as you \_\_\_\_\_.
- e** They \_\_\_\_\_ in the river.
- f** When I arrived, my parents \_\_\_\_\_ to my teacher.
- g** I \_\_\_\_\_ a cake by the time the guests arrive.
- h** The children \_\_\_\_\_ by the time we leave.
- i** Each group \_\_\_\_\_ their routines, one by one.

## 3 Underline the verb group in each sentence.

- a** Sian is eating dinner.
- b** A group photo was taken after dinner.
- c** Toby is shuffling the cards.
- d** He has been dancing.



## 4 Complete each sentence with an auxiliary verb from the box.

Use each verb once.

were   are   will   should   am   might   has

- a You really \_\_\_\_\_ have finished that by now.
- b I \_\_\_\_\_ going to call him right now.
- c She \_\_\_\_\_ been to Bali twice.
- d We \_\_\_\_\_ hoping you would be able to help us.
- e The cockatoos \_\_\_\_\_ screeching in the trees.
- f This time tomorrow I \_\_\_\_\_ be camping by the river.
- g Michele thought it \_\_\_\_\_ rain, so she took an umbrella.

## 5 Complete each sentence so that it makes sense.

- a Their bus should \_\_\_\_\_ arriving any moment.
- b Dr Alysha's patients \_\_\_\_\_ been waiting for hours.
- c The new girl \_\_\_\_\_ be sitting over there.
- d Dad might \_\_\_\_\_ mowed the lawn by now.
- e My teacher \_\_\_\_\_ been helping me.
- f They \_\_\_\_\_ going to buy balloons for the party.

## 6 A verb group can be made up of a verb + preposition. Prepositions can tell us where and when people or things are positioned. Underline the verb groups and circle the prepositions in these sentences.

- a I turned off the television in the back room.
- b Riley tripped over a rocky outcrop.
- c Eva will give away her old toys to charity.

# Conjunctions

**Conjunctions** join sentences, clauses and words within clauses. For example:

*Bella and Suzy are sisters, but they are also best friends.*

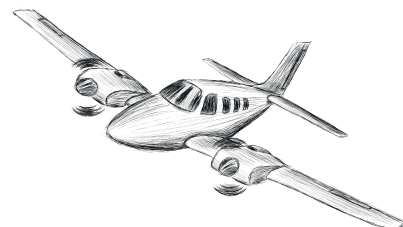
## 1 Complete each sentence with a conjunction from the list.

after	although	and	because	before
but	if	nor	or	so
unless	until	when	whenever	while

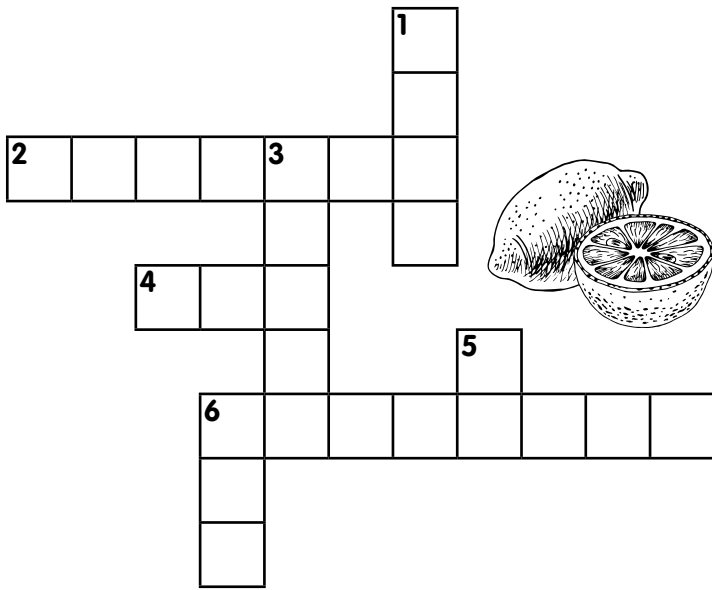
- a She told him to put on shoes \_\_\_\_\_ socks.
- b I will give him the good news \_\_\_\_\_ I see him.
- c I was very tired last night, \_\_\_\_\_ I went to bed early.
- d His hands are dirty \_\_\_\_\_ he's been working in the garden.
- e We waited in the wings \_\_\_\_\_ it was our turn to go on stage.
- f You can have an ice cream \_\_\_\_\_ a milkshake, \_\_\_\_\_ not both.
- g \_\_\_\_\_ it was past her bedtime, Lily was still full of energy.
- h I can tell you what the book is about, \_\_\_\_\_ you'd rather read it for yourself.

## 2 Circle the conjunction that correctly completes each sentence.

- a (So, Although) it is summer, it is still a bit chilly.
- b I can't walk on my hands, (if, but) my brother can.
- c My father whistles (while, nor) he cooks.
- d Jayden takes flying lessons (until, because) he wants to be a pilot.
- e She didn't like the picture, (unless, so) she drew another one.
- f We'll carry on playing (or, when) it stops raining.
- g You won't get pocket money (unless, but) you finish your chores.



## 3 Complete the puzzle.



### Across:

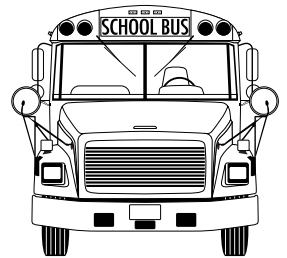
- 2 I eat lots of apples \_\_\_\_ I like them.  
 4 Lemons are sour, \_\_\_\_ honey is sweet.  
 6 \_\_\_\_ he is young, he reads very well.

### Down:

- 1 I will do it \_\_\_\_ I have the time.  
 3 We waited \_\_\_\_ it got dark.  
 5 She was sick, \_\_\_\_ she stayed at home.  
 6 Cooper \_\_\_\_ Aaron are brothers.

## 4 Circle the conjunctions in these sentences.

- a The plants will die if they don't get enough water.  
 b My mother made cupcakes and fudge for the school fete.  
 c You can ride your bicycle to school, or you can catch the bus.  
 d Most of the team arrived early, although they didn't have to.  
 e We've had something to eat, but we're still hungry.



## 5 Complete the sentences.

- a I need a new pencil case because \_\_\_\_\_  
 \_\_\_\_\_  
 b I have been to Europe, but \_\_\_\_\_  
 \_\_\_\_\_  
 c She will come with me to the movies if \_\_\_\_\_  
 \_\_\_\_\_  
 d I wear a hat when \_\_\_\_\_  
 \_\_\_\_\_



# Compound sentences

A **sentence** is a group of words that makes complete sense. A simple sentence has one clause, with one subject and one verb. For example:

*I like breakfast.*

A **compound sentence** has two or more main clauses, each of which can stand on its own. The clauses are often joined with conjunctions. For example:

*I like breakfast, but I love lunch!*

## 1 Complete each compound sentence with a conjunction from the list.

- a It's a small car, \_\_\_\_\_ it has a powerful engine.
- b She sat near the front, \_\_\_\_\_ she still couldn't see.
- c The video was interesting, \_\_\_\_\_ I watched it again.
- d A pelican is a bird, \_\_\_\_\_ a grasshopper is an insect.
- e You can buy him a present, \_\_\_\_\_ you can give him money.

so  
but  
and  
or  
yet

## 2 Circle the conjunction in each sentence.

- a She can ride a bicycle, but she can't drive a car.
- b Our destination wasn't far away, yet the traffic made it a long drive.
- c The apples were rotten, so we threw them away.
- d You can read a magazine, or you can draw a picture.
- e I put the scraps in the worm farm and the plastic containers in the recycling bin.

## 3 Underline the clauses in each sentence.

- a I was feeling sick, so I went to the doctor.
- b She wanted a red bike, but they were sold out.
- c You can stay at home, or you can come with me.
- d I carried the boxes into the kitchen and she wrapped them.
- e It's a small house, yet they wouldn't think of moving.



## Compound sentences

### 4 Connect the parts to make compound sentences.

I went to the shops	but	you can have a hamburger.
Our car is broken,	or	we have called a mechanic.
You can have a pizza,	so	he doesn't know how to ride it.
He has a bicycle,	and	bought some milk.

### 5 Is it a simple sentence, or a compound sentence?

- a I baked the cake and my sister iced it. \_\_\_\_\_
- b The museum is in the centre of the city. \_\_\_\_\_
- c I went to the concert with my best friend. \_\_\_\_\_
- d I gave him a chocolate, but he hasn't eaten it. \_\_\_\_\_
- e We can leave now, or we can wait until Monday. \_\_\_\_\_

### 6 Join the sentences below with *or*, *and* or *but*. Write the compound sentence.

- a She liked the dress with the purple spots. It didn't fit her.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b We can sit on the bench. We can sit on the grass.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c She opened the book. She started to read.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Compound sentences in context

Use your knowledge of compound sentences to answer the following questions.

Read the passage.

## Goat Girl and Garden Boy

In this sentence,  
circle **two**  
**conjunctions**.

In this sentence,  
**highlight** **two**  
**main clauses**.

In the last sentence,  
put a **box** around  
the **conjunction**.

In the last sentence,  
**colour** the **main**  
**clauses**.

Anula was very busy, but she wrote a letter to her mother every week and gave it to Auntie Padma to post. She included a return envelope and stamp each time, but so far her mother had not written back.

Auntie Padma gave Anula money for her school lunches and pocket money for the weekend, but Anula didn't spend the money. She saved it for her bus fare home.

In the meantime, Anula worked hard at her English, music and tennis lessons. She barely had time each evening to slip out of the house with the computer under her arm to visit her pet goat, Beni and her friend, Jegan.

Beni seemed content to remain in Jegan's room—until the day of the Spring Lawn Party. Auntie Padma had planned the party for months. She'd hired a caterer, and she'd invited all the important tea merchants.

**Circle** the correct answer for each question.

In each of the following sentences, identify the conjunction.

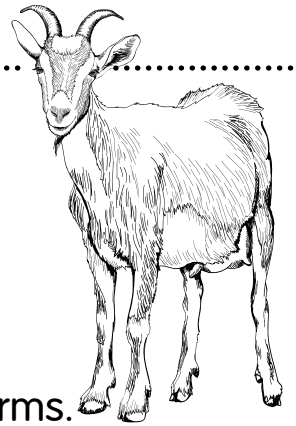
- 1 Auntie Padma gave Anula money for her school lunches and pocket money for the weekend.  
**a** for                      **b** her                      **c** and                      **d** the
- 2 Auntie Padma gave Anula money for her school lunches, but Anula didn't spend the money.  
**a** for                      **b** but                      **c** didn't                      **d** the
- 3 Anula couldn't keep Beni in her room, so she asked Jegan to keep him.  
**a** couldn't                      **b** so                      **c** she                      **d** to
- 4 Anula could practise her music, or she could play tennis.  
**a** or                      **b** she                      **c** could                      **d** her
- 5 Auntie Padma had planned the party for months and everyone was looking forward to it.  
**a** had                      **b** the                      **c** to                      **d** and

## Compound sentences in context

### 6 Complete each sentence with a conjunction from the list.

so but and or

- a Anula could stay with Aunt Padma, \_\_\_\_\_ she could go home.
- b Aunt Padma wanted Anula to stay, \_\_\_\_\_ Anula wanted to leave.
- c Anula was worried about her goat, \_\_\_\_\_ she asked Jegan to help her.
- d Jegan kept the goat in his room \_\_\_\_\_ fed it vegetables from the garden.



### 7 In each sentence, underline the main clauses.

- a Beni had grown bigger, but he still fitted in the case.
- b Anula was feeling lonely, so she wrote to her mother.
- c Aunt Padma saw it all and then she fainted on the lawn.
- d The boy grabbed Beni and he dumped him into Anula's arms.
- e Anula had enough money for two bus tickets, so Jegan could come too.
- f Aunt Padma posted Anula's letters home, but she kept the ones that came back.

### 8 In the following text, choose the correct word to fill each gap.

Anula didn't know if she should leave her little goat, Beni, at home, **A** if she should take him with her to Aunt Padma's. It would be easier to leave him at home, **B** she would miss him so much! She decided to put him in her suitcase **C** nobody would see him. She poked holes in the suitcase **D** put Beni on top of her clothes.

- |                                    |                           |                           |                           |
|------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>A</b> <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> or  | <input type="radio"/> so  |
| <b>B</b> <input type="radio"/> and | <input type="radio"/> or  | <input type="radio"/> so  | <input type="radio"/> but |
| <b>C</b> <input type="radio"/> so  | <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> or  |
| <b>D</b> <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> so  | <input type="radio"/> or  |

# Time connectives

**Time connectives** are words or phrases that link clauses and sentences. They tell when something happens. For example:

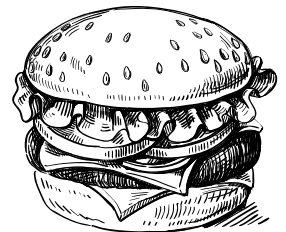
*I placed the cake in the oven. **After 30 minutes**, it was ready to eat.*

- 1 **Complete the following procedure with time connectives from the box. Use each time connective once.**

## How to assemble a hamburger

\_\_\_\_\_, slice open the bread roll and butter each half. \_\_\_\_\_, place a slice of tomato, a slice of beetroot and some lettuce on one half of the roll. \_\_\_\_\_, place the hamburger patty on top of the salad. \_\_\_\_\_, cover the patty with the other half of the bread roll. \_\_\_\_\_ it is time to eat the hamburger!

next  
first  
after  
that  
then  
finally



- 2 **Complete each pair of sentences with a time connective from the box. Use each time connective once.**

Before long   Almost immediately   Next year   Two weeks later   In the morning

- a Our class planted the seeds in boxes. \_\_\_\_\_, the seedlings appeared.
- b Lightning flashed all around us. \_\_\_\_\_, there was the crash of thunder.
- c We were exhausted, so the whole team went to bed early. \_\_\_\_\_, we woke up refreshed.
- d Dark clouds were already gathering when our hike began. \_\_\_\_\_, the rain was pelting down.
- e This year we went to Tasmania. \_\_\_\_\_ we are hoping to go to New Zealand.

- 3 Choose the best time connective from the list below to join together the following sentences.

at sunset    later that night    every morning    in December

- a We stopped the car for a well-earned break and dinner. We drove on.

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- b The day ended beautifully. The sky turned shades of gold and purple.

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- c The sports camp was hard work. We got up early for a 5 km run.

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- d We learn a lot at school each year. Our teacher sums up everything we've covered.

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- 4 Complete the second sentence in each pair.

- a I got to the bus stop at seven o'clock. Shortly afterwards, \_\_\_\_\_

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- b I was walking past Mr McGregor's house. Suddenly, \_\_\_\_\_

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- c I added a few of drops of food colouring to the mixture. In no time, \_\_\_\_\_

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- d I started reading the book on Wednesday. By the end of the week, \_\_\_\_\_

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# Prepositional phrases

A phrase is a group of words without a verb that is not a complete message by itself.

For example: **brilliant sunshine**

A phrase that starts with a preposition can act like an adverb. It can show *where*, *when*, *how* or *why* something happens. For example:

*We rode our bicycles **in brilliant sunshine**.*

They can also act like adjectives, by adding information about a noun. For example:

*Melbourne **in autumn** is wonderful.*

## 1 Does the underlined preposition show *when*, *where*, *how* or *why*?

- a The campers woke up before sunrise. \_\_\_\_\_
- b They arrived at the campsite yesterday. \_\_\_\_\_
- c The match was cancelled because of the rain. \_\_\_\_\_
- d She read the instructions in a clear voice. \_\_\_\_\_
- e They are planting more trees in the park. \_\_\_\_\_
- f They travelled to the match by bus and train. \_\_\_\_\_

## 2 Fill in the phrases.

with both hands    in the smart suit    after midnight  
around the track    with happy endings    on the corner

- a The shop \_\_\_\_\_ sells toys.
- b The man \_\_\_\_\_ is my uncle.
- c The athletes are running \_\_\_\_\_.
- d She made the catch \_\_\_\_\_.
- e Stories \_\_\_\_\_ are my favourites.
- f We arrived home \_\_\_\_\_.

## 3 Which pair of prepositions correctly completes the sentence?

I saw a lizard \_\_\_\_\_ a tail run \_\_\_\_\_ that rock.

- a over, into
- b beneath, around
- c without, under

4

The girl in the fancy costume is the main dancer.

**Which sentence is closest in meaning to the one above?**

- a ☐ The girl is the main dancer in the fancy costume.
- b ☐ The main dancer is the girl in the fancy costume.
- c ☐ The main girl is the dancer in the fancy costume.



5 **What is the purpose of each underlined phrase?**

Jack and Jill went up the hill. *It does the work of an ...*

- a adverb.
- b adjective.

The girl in the blue dress is Cinderella. *It does the work of an ...*

- a adverb.
- b adjective.

Cinderella had to be home before midnight. *It does the work of an ...*

- a adverb.
- b adjective.

I am reading *The Secret Diary of Adrian Mole*. *It does the work of an ...*

- a adverb.
- b adjective.

6 **Build a sentence around each phrase.**

- a in the morning

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- b with the cute face

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# Adverbial phrases

**Adverbial phrases** are phrases that do the work of adverbs. They give information about a verb. Adverbial phrases tell *how, when, where* or *why*. For example:

***Very carefully**, Dina assembled the model house.*

*He walked **beside the river**.*

*She was waiting **for a bus**.*

**1 Do the underlined phrases tell *how, where, why* or *when*?**

- a They arrived home at exactly three o'clock. \_\_\_\_\_
- b She flopped into the chair like a rag doll. \_\_\_\_\_
- c The workers ate their lunch under the tree. \_\_\_\_\_
- d Dad phoned the dentist because of the pain. \_\_\_\_\_
- e I practise my drawing every day before school. \_\_\_\_\_
- f The carpenter measured quickly and accurately. \_\_\_\_\_
- g The helicopter hovered above the stadium. \_\_\_\_\_
- h He opened the window with ease. \_\_\_\_\_

**2 Complete each sentence with an adverbial phrase from the box. Use each phrase once.**

next week    on the balcony    happily ever after  
next to the library    without difficulty    with a wooden spoon  
at any moment    in the bathroom

- a The park is situated \_\_\_\_\_.
- b I stood \_\_\_\_\_ and admired the view.
- c Sophia solved the maths problem \_\_\_\_\_.
- d We'll visit our cousins \_\_\_\_\_.
- e I switched on the heater \_\_\_\_\_.
- f They should be arriving \_\_\_\_\_.
- g At the end of the story, everyone lived \_\_\_\_\_.
- h She stirred the brownie mixture \_\_\_\_\_.

## 3 Answer each question with an adverbial phrase from the box.

for luck    in the morning    on the table  
by bus    for the taste    in the sea    with a key



- a Where should I put the plate? \_\_\_\_\_
- b When do you eat breakfast? \_\_\_\_\_
- c How did you unlock the door? \_\_\_\_\_
- d Why should you eat vegetables? \_\_\_\_\_
- e Where do fish live? \_\_\_\_\_
- f How did you get here? \_\_\_\_\_
- g Why are her fingers crossed? \_\_\_\_\_

## 4 Write sentences with the following adverbial phrases.

- a very rudely \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b just around the corner \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c in a little while \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d to make it sweeter \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e as soon as possible \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Complex sentences

A **complex sentence** has one main clause and one or more subordinate clauses. A main clause makes sense on its own. For example:

*The dog is barking*

A subordinate clause adds information to the main clause. It does not make sense on its own. Subordinate clauses usually start with a conjunction or a pronoun. For example:

*The dog is barking because it is hungry.*

## 1 Complete each sentence with a conjunction from the box.

Use each word once.

when unless because before if while until

- a I made my bed \_\_\_\_\_ I got ready for school.
- b Dad scraped away the paint \_\_\_\_\_ it was peeling.
- c We went inside \_\_\_\_\_ it started to rain.
- d Tanya told us about her day \_\_\_\_\_ she ate dinner.
- e We stayed at the park \_\_\_\_\_ the sun went down.
- f They won't let us in \_\_\_\_\_ we have a ticket.
- g I'll walk the dog \_\_\_\_\_ you are too busy.

## 2 Underline the main clause in the question 1 sentences.

## 3 Circle the pronoun in brackets that correctly completes the sentence.

- a Who boots are these (who, that) are dripping on the floor?
- b Luis and Tiago, (who, which) live across the road, are coming to my party.
- c The town, (which, who) is close to our farm, has everything we need.
- d The Simpsons, (who, whose) daughter is my age, moved in yesterday.
- e The man (which, who) is waiting at the office is our new teacher.

4 Underline the subordinate clause in the question 3 sentences.

5 Match the clauses to make complex sentences.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| a He lent money to the student      | which often win prizes.         |
| b The pirates looked for a chest    | who left his lunch at home.     |
| c I went to the mechanic            | until the bell rang.            |
| d My uncle grows roses              | because it was hailing.         |
| e His football skills will improve  | if he practises every day.      |
| f The organisers cancelled the game | whose garage was closest to me. |
| g I read a book                     | while I waited for the bus.     |
| h We played outside                 | that contained treasure.        |

6 In each sentence, put a **box** around the main clause and underline the subordinate clause.

- a I opened the package that lay on the table.
- b I'll have the last slice of pizza, unless someone else wants it.
- c I am buying a present for my cousin who lives in England.
- d I chose this book because it is about whales and dolphins.
- e I must finish the decorations before our guests arrive.



7 Complete the subordinate clause in each complex sentence. **Circle** the verb in your writing.

- a The teacher congratulated the student who \_\_\_\_\_
- b I will complete the project when \_\_\_\_\_
- c You should eat lots of fruit and vegetables because \_\_\_\_\_

# Clear references from pronouns

A pronoun usually refers to the noun or pronoun that comes before it.

For example:

**Ava** ate **her** lunch.

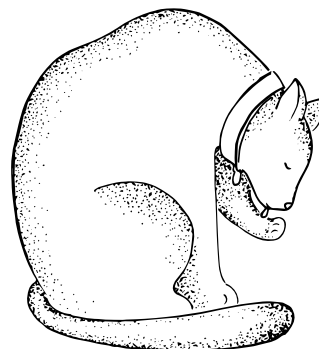
In longer sentences, it is important to be clear about who or what a pronoun refers to, especially if there are several nouns. For example:

**Max** saw **Oscar** after **his** camping trip.

It's unclear who went camping—Max or Oscar.

1 In each sentence, **circle** the subject that the pronoun in bold refers to.

- a The children are riding **their** skateboards in the park.
- b The cat is licking **its** paws.
- c The girl is practising **her** class speech.
- d You should take more care with **your** handwriting.
- e We are trying to improve **our** scores.



2 Write the correct pronoun to complete the sentence.

- a Charlie and Jackson love the new movie. It's the next episode in \_\_\_\_\_ favourite series.
- b Layla loved going to the park when \_\_\_\_\_ was crowded with dogs.
- c Matthew displayed his collection of model trains. \_\_\_\_\_ took most of the day to arrange it.
- d The gentle giraffes dipped \_\_\_\_\_ heads to greet each other.
- e Georgia wrote a long list of ingredients. \_\_\_\_\_ was almost a whole page!
- f When a company grows quickly, \_\_\_\_\_ may struggle to please customers.

## Clear references from pronouns

### 3 One pronoun has been underlined. What noun does it refer to?

a Tess pointed to her big brother and said, "I'm sure he will win today."

\_\_\_\_\_

b "Will you let me have just one more turn?" asked Emma.

\_\_\_\_\_

c "Will you help me bake for the school fete?" Zara asked her dad.

\_\_\_\_\_

### 4 Tick ✓ the sentences whose meanings are clear.

a ☐ Bella and Gina put their bags in the classroom.

b ☐ Bella and Gina put her bag in the classroom.

c ☐ Gina showed Bella where to put her bag.

d ☐ My sister called Jules while she was at school.

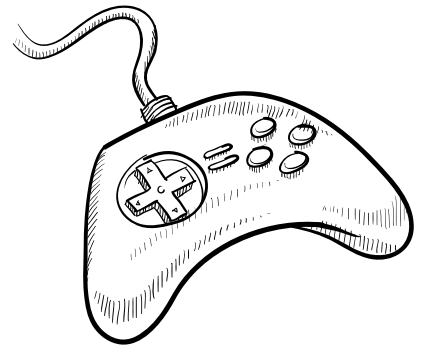
e ☐ My sister, who was at school, called Jules.

f ☐ My sister called Jules, who was at school.

g ☐ Noah and Gabriel were arguing because he was hogging the computer game.

h ☐ Noah and Gabriel were arguing because Gabriel was hogging the computer game.

i ☐ Noah and Gabriel were arguing because they each wanted to use the computer game.



### 5 Rewrite the following sentences so that their meanings are clear.

a I left the book in my backpack, but now I can't find it.

\_\_\_\_\_

\_\_\_\_\_

b When Ben told Chen what had happened, he started to laugh.

\_\_\_\_\_

\_\_\_\_\_

# Direct and indirect speech

**Direct speech** uses quotation marks to show the exact words someone said.  
For example:

*Molly said, "I want to swim two more laps."*

**Indirect speech** tells what someone said without using quotation marks.  
For example:

*Molly said she wanted to swim two more laps.*

## 1 Tick ✓ the sentences that use direct speech.

- a ☐ "How many people have you invited?" asked Angelo.
- b ☐ Charlie said, "You must read this amazing book!"
- c ☐ Nadia said she would help me complete the project.
- d ☐ "I know her name is Sophie," whispered Rebecca.
- e ☐ My teacher asked me to write the answer on the board
- f ☐ "When are you coming to visit us?" asked Grandma.
- g ☐ Mum reminded me to water the plants.



## 2 Write each sentence as indirect speech.

"It's time to go home," Dad said.

Dad said it was time to go home.

- a "The orange is sour!" Ivy complained.

Ivy complained that \_\_\_\_\_

- b "Marco is our new captain," announced the principal.

The principal announced that \_\_\_\_\_

- c "It's my turn to wash the dishes," said Amelia.

Amelia said that \_\_\_\_\_

- d "You can't swim just yet," Mum said.

Mum said \_\_\_\_\_

### 3 Write each sentence as direct speech.

Amy said she was leaving immediately.

Amy said, "I'm leaving immediately."

a My sister said she wanted something more to eat.

My sister said, \_\_\_\_\_

b Sam said he would wait until five o'clock.

Sam said, \_\_\_\_\_

c Maddie said that she liked my new shoes.

Maddie said, \_\_\_\_\_

d Martin declared he had solved the problem.

Martin declared, \_\_\_\_\_

### 4 Tick ✓ the sentences that have the correct punctuation. Note: spoken words are separated from unspoken words by a comma, question mark or exclamation mark inside the quotation mark.

a ☐ "We saw a pod of whales," said Emma excitedly.

b ☐ Lucas complained that he was feeling sick.

c ☐ Anna said "there are enough cupcakes for everyone."

d ☐ "I'm ready to go" William said, waiting by the door.

e ☐ "My team are the premiers—again"! exclaimed Grandpa.

f ☐ "Do you need any help"? asked Natalie.

g ☐ "Good luck!" shouted our coach as we ran onto the field.





# Punctuating direct speech

In direct speech, use **quotation marks** (" ") to show what someone says. The quotation marks go around the exact words said, including any punctuation. For example: *"I like chocolate ice-cream,"* said Ben.

## 1 Underline the exact words the people say in these sentences.

- a "Where did you buy those shoes?" asked Milly.
- b "The neighbours have just arrived," said Tim.
- c "Look at that beautiful building!" exclaimed the tourist.
- d The teacher announced, "We are going to the zoo next week."
- e Omar said, "My favourite animals are elephants and giraffes."
- f "I asked him a question," said Connor, "but he didn't answer me."
- g "Finish your lunch," Dad said, "and then you can go and swim."

## 2 Fill in the quotation marks.

- a Are you coming to my party on Saturday? asked Lily.
- b I got lots of presents for my birthday, Lucas said.
- c Can I watch TV when I've finished my homework? Sam asked.
- d Dylan said, I have lots of aunts, uncles and cousins.
- e We have a new teacher starting today, Principal Weston announced.
- f I've spent hours reading the book, said Myra, and I still haven't finished it.
- g Would you like a banana? asked Audrey. Or would you prefer I bought apples?

## 3 Cross out ✕ the quotation marks that aren't needed.

- a "Do you like cheesecake?" asked Flynn."
- b "I love it," said Liam," "and I also like choc chip cookies."

## Punctuating direct speech

### 4 Use a red pen to correct the punctuation in the following sentences.

- a "I have a dog that barks", said Wei.
- b "I will show you how to do origami" Lee said.
- c I am sorry to have kept you waiting, the doctor said.
- d "We had a great time in Hawaii"! exclaimed the children.
- e "Why is the horse rolling in the dust"? asked the woman.

### 5 Use the information in the speech bubbles to complete the sentences.

*Don't forget the quotation marks!*



- a Joshua asked, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b Max replied, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 6 Complete the answers to the following questions.

*Don't forget the full stops and quotation marks!*

- a "How many pets do you have?" asked Alex.

Kelly replied, \_\_\_\_\_  
\_\_\_\_\_

- b "What is your favourite colour?" asked Maria.

Ramon replied, \_\_\_\_\_  
\_\_\_\_\_

- c "When was the last time you saw your cousins?" asked Jordan.

Sienna replied, \_\_\_\_\_  
\_\_\_\_\_

# Capital letters in direct speech

The first word someone says in direct speech starts with a capital letter.

For example: *Oscar said, "Please pass the glue."*

If the same person speaks a second time, the first word starts with a capital letter ONLY if it comes after a full stop. For example:

*"My favourite food is pasta," said Megan. "What's yours?"*

*"My favourite food is pasta," said Megan, "but I also like fried rice."*

## 1 Tick ✓ the sentences that have the correct punctuation.

- a ☐ Ravi said, "My best friends' names are Max and Benjamin."
- b ☐ Bianca said, "my friend and I are going to the beach this afternoon."
- c ☐ "I can reach the bottom shelf," said Tanya, "but not the top shelf."
- d ☐ "I like adventure stories," said Miles, "And I like fantasy stories."
- e ☐ "I'm going for a run," said Dad. "Would you like to join me?"

## 2 Underline the word that is wrong and write it correctly.

- a "these shoes need cleaning," said Miss Lee. \_\_\_\_\_
- b "It is time to pack up now," Said Mr Garcia. \_\_\_\_\_
- c Lucas said, "our class is going to the museum next week." \_\_\_\_\_
- d "Look what I've found," said Danni. "it's a really tiny beetle." \_\_\_\_\_
- e "I'll eat the spinach," Zac said, "But I won't eat the peas." \_\_\_\_\_

## 3 In each sentence, circle the words that need capital letters.

- a "why is snuffles barking?" asked simon.
- b georgia said, "perhaps he wants some attention."
- c "perhaps," said zoe, "but he might also be hungry."
- d "dad fed him an hour ago," said annabel.
- e "he's been barking a lot lately. maybe we should bring him inside."



# Direct speech in context

Use your knowledge of direct speech to answer the following questions.

Read the passage.

Circle all of the quotation marks in the passage.

In this sentence, underline the punctuation that comes after the last word Dad speaks.

In these sentences, highlight the punctuation that comes after the last word Oliver speaks.

## A Country is Born

The caravan in my backyard is the best place to hang out after school. I have all I need in here—a bed, a microwave, even a television.

Knock, knock! I open the caravan door.

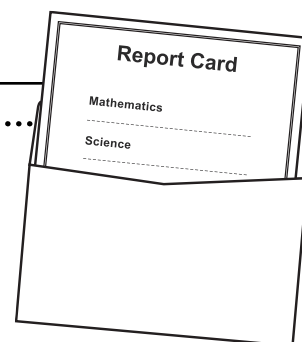
“I want to see your school report, Oliver,” says Dad, standing on the step. I’ve been waiting for this. Dad told me weeks ago I must get a good report.

“I’ve got the best report in the whole school—maybe even Australia,” I boast, giving it to him.

“Wow, this is great,” he says.

“I know. Suzie is one of the smartest kids in the state!”

“Good for her. But I want your report, written about you,” he says.



Circle the correct answer for each question.

In the following sentences, which punctuation is missing?

1 Dad asks, “Where’s your school report, Oliver”

- a ?                      b ,                      c .                      d !

2 “I’ve got the best report in the whole school” I boast. “Maybe even Australia!”

- a "                      b .                      c ,                      d "

3 “Wow, this a great report,” Dad says, but it’s not yours.”

- a "                      b .                      c ?                      d "

4 “I know” I reply. “Suzie is one of the smartest kids in the state.”

- a ,                      b ?                      c !                      d "

5 “Good for her,” says Dad. “Now, where’s your report?”

- a .                      b ,                      c ?                      d "

## Direct speech in context

### 6 In the following sentences, fill in the quotation marks.

- a Oliver has photocopied my school report, said Suzie.
- b Oliver said, I wish my school report was as good as Suzie's.
- c When are you going to do your homework? asked Dad.
- d What a brilliant project this is! exclaimed my teacher.
- e James said, Have your parents seen your report yet?

### 7 Which sentence has the correct punctuation? Tick ✓.

- a ☐ "Maths is my favourite subject", said Joshua.
- b ☐ "Have you studied for the test? asked Chloe.
- c ☐ The teacher said, "the children are in the library."
- d ☐ "Put your lunch in your school bag," said Mum.



### 8 In the following sentences, choose the correct option to fill each gap.

- a "Do you know the answer to this \_\_\_\_\_ asked Mr Jones.  
☐ question"?    ☐ question?"    ☐ question,"    ☐ question."
- b "Help me carry the sports equipment to the \_\_\_\_\_ Miss Liu said.  
☐ field."    ☐ field,"    ☐ field",    ☐ field"?

### 9 Use the information in the speech bubbles to complete the sentences.

*Don't forget the quotation marks!*



Oliver asked, \_\_\_\_\_  
\_\_\_\_\_

Suzie replied, \_\_\_\_\_  
\_\_\_\_\_

# Punctuating titles

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Put quotation marks around the titles of poems, songs, chapters, articles and episodes. Other punctuation, such as full stops, commas and question marks, stays outside the quotation marks. For example:

*The third episode, "Taylor Strikes Back", is my favourite.*

In books you will also see titles written in italics or underlined.

---

## 1 Tick ✓ the sentences that have the correct punctuation.

- a ☐ "Waltzing Matilda" is one of Australia's best known songs.
  - b ☐ My little sister makes animal sounds when I sing "Old MacDonald Had a Farm".
  - c ☐ Christina Rossetti wrote the poems "Caterpillar" and "The Rainbow."
  - d ☐ The last chapter in the book is called "Problem Solved".
  - e ☐ The final episode, "Oceans of Wonder", starts at 7:30 pm.
  - f ☐ The story I'm writing, "The Flying Scarecrow," is about a journey around the world.
- 

## 2 Fill in the missing quotation marks.

- a Lost and Found is a great short story by Jenny Wilson.
- b Grace will sing Count on Me at the school concert.
- c Last night I watched Painted Wolf in the Dynasties documentary series.
- d My little brother proudly recited Humpty Dumpty at the dinner table.
- e Let's Recycle is Jodie's latest article in the newsletter.
- f I changed the title of my poem to A Dog's Life for the competition.



### 3 Rewrite each sentence with the correct punctuation.

a The next chapter in the book is called The Rise of the Robots

---

b The longest poem in the collection is The Little Dinosaur

---

c Have you read the poem, "The Kitten," by Eleanor Farjeon?

---

d What did you think of Sophie's version of Incy Wincy Spider

---

e Who wrote the words for the song, Best Day of My Life

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### 4 Use the title in parentheses in a sentence, punctuating it correctly.

a (national anthem: Advance Australia Fair)

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b (musical work by Wolfgang Mozart: The Magic Flute)

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c (poem from Alice in Wonderland: Jabberwocky)

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d (movie: Avengers: Age of Ultron)

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